

## Educators

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 4.2.2 and understood educators must understand:

- the National Law and Regulations, NQS, EYLF/MTOP, and Service Code of Ethics/Conduct, philosophy, policies and procedures
- attitudes, values and beliefs can impact practice.

Review the following example Code of Conduct. These types of Codes must be negotiated and agreed upon by the service.

### Code of Conduct – Employees, Students and Volunteers

Employees, students, volunteers must always comply with the following Conduct Principles. Please report any breaches of the Code of Conduct to the Nominated Supervisor in writing. Breaches will be investigated in line with the service Grievance Procedure.

#### 1. Work in partnership with children and families

For example:

- including children and families in decision making processes
- sharing relevant information about service operations
- sharing information daily with families about children's progress against the learning outcomes
- respecting families' home practices
- providing continuity of learning between home and service environments
- recognising families' expertise in relation to their own children
- displaying learning documentation in an inviting way

#### 2. Implement practices which protect children from harm

For example:

- completing risk assessments for new and/or dangerous activities and experiences and then eliminating or minimising risk of harm
- maintaining ratios and adequate supervision
- having two adults present at all times a child is at the service
- never taking children into any areas which are not visible to other adults
- never developing close personal relationships with children outside work face to face or via social media or phones/communication technology
- never providing gifts to particular children
- never favouring any child
- never hitting, kicking, slapping or pushing a child
- implementing positive and respectful behaviour guidance strategies
- immediately reporting to the appropriate person or authority in line with the Child Protection Policy if you have witnessed an educator or staff member mistreating a child

#### 3. Implement practices which promote secure, trusting relationships with children

For example:

- always greeting children by name
- telling children at morning drop offs that they're there to keep them safe
- having warm, open ended, sustained conversations with children
- participating in children's play
- showing children how to use new equipment
- giving children time to finish activities before they transition
- implementing activities which connect children with their everyday lives and families
- inviting children to share any concerns

### Week 37, 22-26 November 2021- 4.2.2 Professional Standards

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- never blaming children for their behaviour and taking steps to understand what children are trying to express through the behaviour
- not interrupting children’s play where possible
- engaging in respectful interactions which recognise children’s rights and dignity

**4. Comply with all service policies and procedures**

For example:

- talking only with person with whom they have a grievance, or grievance manager accessing only information needed to do their job
- using grievance procedure to resolve complaints
- storing relevant records confidentially
- reporting disclosures or suspicions of child abuse or neglect
- ensuring ratios are always maintained
- only using Service IT devices to work relevant to the operations and activities of the service
- never coming to the service impaired by alcohol, legal or illegal substances or using alcohol, tobacco or illicit substances on service premises including the car park
- never using their personal camera/phone etc to take photos or videos at the service
- never engaging in activities or using information technology like personal social media accounts in a way which could damage the employer or service, or cause harm to children
- never using personal IT devices while interacting with children or contributing to service ratios

**5. Maintain professional standards**

For example:

- arriving at work on time, well-groomed and in clothing which presents a professional image
- giving their full attention to the work and completing it efficiently and effectively
- interacting respectfully and politely with all employees, students, families and volunteers
- valuing diversity in knowledge, experience, culture, heritage and everyday lifestyles
- maintaining confidentiality of service, family, employee and volunteer information
- meeting all requirements and expectations of position
- complying with all reasonable and legal directions from managers/supervisors
- working effectively with others as part of a team
- keeping room and bathrooms clean and hygienic

- complying with the National Law, Regulations and NQS
- never using derogatory, offensive or abusive language
- never accepting gifts which create a sense of obligation or pose a conflict of interest
- never seeking or accepting a bribe
- never taking or using service property or information for their own personal use or profit
- never engaging in activity which is unethical or illegal, or harasses, discriminates against, victimises, humiliates or threatens others connected to the service
- never accepting money or gifts which exceed <insert value>, or if these can’t reasonably be returned, advising the Nominated Supervisor about the gift

**6. Implement continuous improvement**

For example:

- regularly reflecting on practices and implementing improvements
- regularly contributing to the service Quality Improvement Plan
- regularly participating in professional development
- always approaching change with an open and positive attitude and in a cooperative way

How do you relationships and interactions with children, families and community members compare to those required in this Code? What could you improve?

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

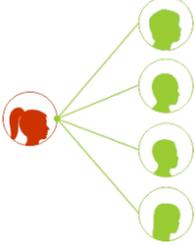
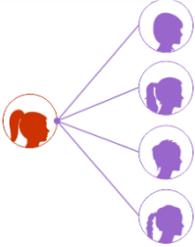
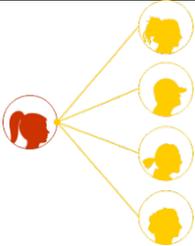
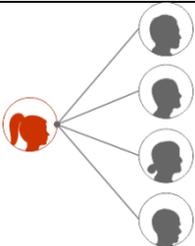
- How do you recognise and reduce the impact of personal biases to ensure they don't limit children's progress towards learning outcomes?
- How effective is the complaint process in helping staff resolve conflicts/differences? **(related to improvement example)?**
- What resources support you to evaluate if your behaviour meets professional standards?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p><b>a child</b></p>	Miss Davina must like writing about what we do each day. I like how she gets our ideas for what to write too.	<p>After investigating Miss Davina's complaint the NS issued a warning to her Room Leader whose Position Description included ensuring all team members worked collaboratively and met the requirements of their own position descriptions.</p> <p>The NS also spoke with the EL about coaching/mentoring educators so all could confidently document learning.</p>
<p><b>an educator</b></p>	If I don't document children's learning then who's going to do it? I wish the other educators would step up. It's their responsibility too. I've tried speaking with them but nothing changes. I'm going to lodge a complaint (Miss Davina)	
<p><b>your families</b></p>	Miss Davina is so good at showing us what the children learn and do each day. I wonder how she has time to document it all when she's busy with the children?	
<p><b>theorist and current research</b></p>	EYLF/MTOP: It's each educator's job to effectively implement the assessment and planning cycle which includes documenting children's learning	



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 <p><b>an educator</b></p>		
 <p><b>your families</b></p>		
 <p><b>theorist and current research</b></p>		



## Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

### Instructions

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> the QIP and Self-Assessment Tool (SAT)
<i>Please discuss some of the sources you access to ensure you're meeting professional standards in your practice.</i>	<i>Please discuss whether all interactions between educators and others in the community are respectful and promote a positive atmosphere within the service.</i>
<i>Please explain how you recognise and reduce the impact of personal biases on your practice, and relationships with children, families and other educators.</i>	<i>Please give an example of your discussions or notes which demonstrates you're aware of the professional standards underpinning your practice (included in QIP strength example).</i>
<i>Please give an example of a professional interaction or relationship with a child and a family, and explain how it demonstrates your understanding of professional standards.</i>	<i>Please give an example of the way you or your team consistently identify and implement culturally sensitive ways to communicate, support and engage with families (included in QIP strength example).</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	

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Checklist

### Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 4.2.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

### The checklist keys to use.

- E = Embedded** I do that **ALL** the time
- K = I know** I need to do that, but I don't do it all the time
- T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

General Practices	ED1	ED2	ED3	ED4	ED5
Do you regularly					
<ul style="list-style-type: none"> <li>• refer to the National Law, Regs and NQS to check you're complying with requirements or you're not sure what to do</li> <li>• assess your practice against the service philosophy and change practice where required?</li> <li>• participate in reviews of service policies and procedures?</li> <li>• reflect and improve practice when you identify issues?</li> <li>• contribute to the service QIP/SAT?</li> </ul>					
Do you ensure your practices always comply with the service Code of Conduct / Ethics and core values?					
Do you always keep confidential information about children, families and other staff private?					
Do you attend all staff meetings (unless there is a family emergency etc)?					
Do you always meet the responsibilities in your position description?					
Do you always follow service grievance procedures if you have a complaint?					
<b>Interactions with Service Staff</b>					
Do you help other educators improve practice eg sharing knowledge and practice tips?					
Do you always					
<ul style="list-style-type: none"> <li>• interact with team members and other staff in a respectful, polite and professional way</li> <li>• support your Room/Group Leader, Educational Leader and Nominated Supervisor eg willingly try their ideas, never gossip about them?</li> <li>• report any unprofessional/illegal behaviour to the Nominated Supervisor even where this may compromise your friendship with a staff member?</li> </ul>					
Do you welcome and support staff from diverse cultures to become valued team members?					
<b>Interactions with Children and Families</b>					
Do you make sure all children can equitably participate in activities and experiences?					

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Do you acknowledge personal biases/beliefs (eg about children’s cultures, family circumstances and capabilities) and ensure they don’t affect children’s progress towards learning outcomes?					
Do your teaching practices always show what children know, can do and understand and how you extend this learning (EYLF/MTOP indicators)?					
Do you help families access relevant community services and resources?					
Do you always respect families’ expectations and work with them to achieve the best possible outcome for their child?					

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